A holistic approach to student well-being in Hindu education: The effects of spiritual teaching practices, community involvement, and classroom environment

by I Gusti Ayu Suasthi

Submission date: 20-Jun-2023 11:51AM (UTC+0700)
Submission ID: 2119502508
File name: 1095-Article_Text-2169-1-10-20230605.pdf (445.32K)
Word count: 8965
Character count: 56304

Eurasian Journal of Educational Research 102 (2022) 89-107

Eurasian Journal of Educational Research
www.ejer.com.tr

A holistic approach to student well-being in Hindu education: The effects of spiritual teaching practices, community involvement, and classroom environment

I Gusti Ayu Suasthi[1]

ARTICLE INFO

Article History:
Received: 30 June 2022
Received in revised form: 05 November 2022
Accepted: 15 December 2022
DOI: 10.14689/ejer.2022.102.006

Keywords
spiritual teaching practices,
classroom environment,
students' motivation and self-efficacy,
interest in extracurricular activities,
Hindu education

ABSTRACT

Purpose: In today's rapidly evolving religious and educational landscape, understanding the intricate relationship between educational factors and student well-being is paramount. **Objectives:** This study examined the impact of spiritual teaching practices, community involvement, and classroom environment on students' well-being in Hindu higher education centers in Indonesia. It also sought to explore the mediatory role of students' motivation and self-efficacy and the moderating role of interest in extra-curricular activities. **Methodology:** A cluster sampling technique was utilized to select 530 students from various Hindu Higher Education. Data were collected through a self-administered questionnaire comprising validated scales measuring the abovementioned variables. The statistical analysis was performed using SPSS v.27. **Findings** revealed that spiritual teaching practices, community involvement, and a positive classroom environment significantly influenced students' well-being. Students who exhibited higher levels of motivation and self-efficacy experienced greater levels of well-being under the influence of all three factors. Additionally, students strongly interested in extra-curricular activities displayed heightened positive effects of motivation and self-efficacy on their overall well-being. **Implications for Research and Practice:** This study provides valuable insights for practitioners, researchers, and policymakers seeking to improve students' educational experiences and well-being in Hindu higher education centers. The findings suggest that implementing effective spiritual teaching practices, fostering community involvement, and creating a positive classroom environment can positively impact students' well-being. Additionally, considering students' motivation, self-efficacy, and interest in extra-curricular activities as important factors in enhancing well-being can inform the development of targeted interventions and policies in religious and educational settings.

[1] Study Program of Hindu Education, Universitas Hindu Indonesia, Bali, Indonesia. Email: ayusuasthi@unhi.ac.id
Orcid ID: https://orcid.org/0009-0000-8625-2193

Introduction

Imagine entering a classroom where the air is thick with inquiry and excitement, and the students exude a profound sense of contentment and fortitude. Many educators and parents view such an environment as a distant fantasy, but it contains the potential to transform education into a transformative experience (Damayanti et al., 2022; Winia et al., 2020). This experience embodies the essence of religious education and presents the significance of spirituality in the context of a genuine educational experience. In addition, Hindu education profoundly comprehends that academic knowledge alone cannot adequately prepare a student for life's challenges (Joshi, Vinay, & Bhaskar, 2021). Consequently, an approach incorporating spiritual, mental, emotional, and physical development is essential to the educational experience. In student well-being, however, there is a growing awareness that spiritual, social, and cultural factors must support academic achievement (Zheng, 2022). Therefore, this research paper explores the complex relationship between spiritual teaching practices, community involvement, classroom environment, and their impact on students' well-being. We hope to illuminate the keys that unlock a student's path to success by investigating these dimensions and uncovering the underlying mechanisms.

Although spirituality is frequently associated with religion, it transcends particular dogmas and rituals (Santyasa, Yadnyawati, & Suda, 2022). Spiritual instructional practices are an integral part of Hindu education. Hinduism values the cultivation of values such as empathy, compassion, thankfulness, and interconnectedness, which contribute to a sense of purpose and meaning in the lives of students (Paul & Jena, 2022). By examining the effect of spiritual teaching practices on student well-being within the Hindu educational context, we hope to comprehend how nurturing the interior life of students can improve their emotional and psychological health. Participation in the community is another crucial aspect of Hindu education. Vasudhaiva Kutumbakam, meaning "the world is one family," emphasizes the significance of social responsibility and community involvement (Goering et al., 2022). Community involvement fosters a sense of belonging and allows students to develop social skills and appreciate diverse viewpoints (Suriyankietkaew, Krittayaruangroj, & Iamsawan, 2022). By examining how community involvement influences student well-being within Hindu education, we hope to comprehend how it fosters resilience and a sense of social responsibility.

In addition, the classroom environment serves as the setting for the educational voyage. It is another important aspect of Hindu education. The classroom's physical, social, and emotional aspects significantly impact students' well-being (Anand & Lall, 2022; Meigs, 2022). Hindu education recognizes the significance of fostering positive emotions, promoting active engagement, and fostering healthy teacher-student relationships. By examining the dynamics of the classroom environment within the Hindu educational context, we hope to identify the essential elements of a classroom that fosters the well-being of its students.

Motivation and self-efficacy have been integral components of Hindu education for millennia (Winia et al., 2020). Motivation and self-efficacy are acquiring recognition in the modern world for their potential to improve health. Mindfulness, self-awareness, motivation, and self-efficacy allow students to manage tension, regulate emotions, and develop a stronger connection with themselves and others (Kryshko et al., 2022).

While numerous studies have examined the impact of various educational factors on students' well-being (Chang & Tsai, 2022), an academic vacuum within Hindu education resembles an undiscovered treasure. The complex interplay between spiritual teaching practices, community involvement, classroom environment, motivation and self-efficacy, and student well-being within the Hindu educational framework has not yet received scholarly attention. By undertaking this research, we hope to fill this academic void and cast light on the specific mechanisms and dynamics underlying the influence of these dimensions on Hindu students' holistic well-being. In doing so, we hope to reveal the untold tale of how these distinctive aspects of Hindu education can unlock the doors to a genuinely thriving educational experience. In addition, we acknowledge that student well-being is a multifaceted concept influenced by various factors within and beyond the educational context. As a result, we also investigate the moderating role of students' interest in extra-curricular activities, recognizing its potential to amplify or mitigate the effects of the previously mentioned dimensions within the Hindu educational context.

In addition, this research is conducted among Hindu higher education students in Indonesia. Despite the significant presence of Hinduism in Indonesia (Adnyana & Sudaryati, 2022), particularly in regions such as Bali and parts of Java, there is a shortage of academic research on the impact of Hindu education on student well-being in the Indonesian educational landscape. Hinduism, with its rich spiritual teachings and distinctive cultural practices, offers a distinctive educational framework that fosters values such as dharma (righteousness), karma (actions and their consequences), and moksha (liberation) (Merliana & Tantri, 2022; Pratama & Swarniti, 2021). In Indonesia, where Hindus are a minority, it is crucial to comprehend how Hindu education contributes to the well-being of Hindu students, considering the cultural, social, and religious contexts specific to this country. By examining the interplay between spiritual teaching practices, community involvement, classroom environment, students' motivation and self-efficacy, and students' well-being within the context of Hindu education in Indonesia, we can unearth the invaluable insights required to enable educational stakeholders, policymakers, and practitioners to create nurturing educational environments that cater to the diverse needs of Hindu students. Taking into account the academic and contextual limitations, the objectives of this study are as follows:

- Explore the impact of spiritual teaching practices, community involvement, and classroom environment on Hindu students' motivation, self-efficacy, and well-being.
- Investigate the mechanisms and dynamics of students' motivation and self-efficacy through which spiritual teaching practices, community involvement, and classroom environment contribute to the well-being of Hindu students.
- Investigate the contingent role of students' interest in extra-curricular activities in augmenting the influence of students' motivation and self-efficacy on their well-being.
- Provide evidence-based insights and recommendations to empower educational stakeholders in enhancing the educational practices and policies that promote the holistic well-being of Hindu students.

By addressing this contextual gap through rigorous research, we can contribute to the existing corpus of knowledge and provide evidence-based insights into the unique aspects of Hindu education in Indonesia. Such analysis can ultimately inform educational policies, curriculum development, and pedagogical practices, fostering an inclusive and holistic

educational environment that promotes the health, cultural preservation, and spiritual development of Hindu students in Indonesia.

Literature Review

Several well-established theories and concepts from the disciplines of education, psychology, and human development serve as the theoretical basis for this study. Self-Determination Theory (SDT), Social Cognitive Theory (SCT), and the Transactional Model of Stress and Coping are the primary theories that inform this study. Self-Determination Theory (SDT) offers a comprehensive framework for comprehending the influence of spiritual teaching practices, community involvement, and classroom environment on students' well-being (Xia et al., 2022). SDT stresses the significance of satisfying the innate psychological needs for autonomy, competence, and relatedness to promote optimal functioning and well-being. Spiritual teaching practices, such as cultivating values of empathy, compassion, and interconnectedness, can cultivate a sense of relatedness and meaningful connections among students, thereby contributing to their well-being (Hassan, Ansari, & Rehman, 2022). Involvement in the community can also provide students with opportunities for autonomy and competence as they engage in social activities, nurturing a sense of belonging and fulfilment. The classroom environment, with its potential to foster autonomy, competence, and relatedness, can also significantly impact students' well-being (Gagné et al., 2022).

Social Cognitive Theory (SCT) provides insight into students' motivation and self-efficacy as mediators of the relationship between spiritual teaching practices, community involvement, classroom environment, and well-being (Zainuddin et al., 2023). According to SCT, an individual's self-efficacy and intrinsic motivation are crucial in their engagement, achievement, and overall well-being. Spiritual teaching practices, community involvement, and a positive classroom environment can increase students' self-efficacy beliefs and intrinsic motivation, resulting in greater well-being. Students who feel competent, motivated, and empowered will report greater well-being. The Transactional Model of Stress and Coping aids in comprehending the moderating function of interest in extra-curricular activities in the relationship between students' motivation, self-efficacy, and well-being (Teel, Caron, & Gagnon, 2022). According to this model, individuals' appraisals of stressors and coping strategies can be influenced by their characteristics and interests (Teel et al., 2022). Interest-driven extra-curricular activities can buffer against stress, boosting students' motivation and self-efficacy. This can positively affect their well-being as they engage in pleasurable and meaningful activities. By integrating these theoretical perspectives, this study examines the complex relationships between spiritual teaching practices, community involvement, classroom environment, students' motivation and self-efficacy, and their well-being. It attempts to elucidate the mechanisms through which these dimensions interact and influence the well-being of students as a whole.

Spiritual Teaching Practices, Community Involvement, Classroom Environment, and Students' Well-being

Spiritual teaching practices have the potential to affect students' well-being (Pong, 2022) profoundly. These practices, rooted in religious and philosophical traditions, emphasize the cultivation of empathy, compassion, gratitude, and interconnectedness (Crozier et al., 2022). Students are exposed to a holistic approach that promotes their emotional, social, and psychological development by incorporating these teachings into the educational

environment. Hafeez et al. (2022) discovered a positive correlation between school spiritu practices and students' psychological well-being, resilience, and character development. In addition, a study by Santyasa et al. (2022) revealed that spiritual practices contribute to students' moral reasoning, positively affecting their overall well-being. On the other hand, community involvement is crucial to the well-being of students within the context of education. Students develop a sense of belonging, social connection, and civic responsibility through active participation in their community (Khan, Khan, & Nisar, 2020). Goering et al. (2022) discovered that community school agement was associated with increased positive adolescent development, such as higher academic achievement, self-esteem, and emotional well-being. Engaging students in community service and collaborative initiatives fosters a sense of purpose and affords them opportunities to positively affect the lives of others, thereby enhancing their well-being (Goering et al., 2022).

In addition, the classroom environment influences students' well-being considerably by providing a supportive and conducive space for learning and personal development (Lee, 2022). A positive classroom environment includes strong teacher-student relationships, emotional stability, and opportunities for active participation (Meigs, 2022). According to Dornyei and Muir's (2019) research, a positive classroom climate increases students' social-emotional competence and decreases stress levels. A study by Pabba and Kumar (2022) highlighted the significance of a positive classroom environment for fostering students' motivation, engagement, and psychological health. Therefore, the research supports the claim that;

H1: *a) spiritual teaching practices, b) community involvement, and c) classroom environment significantly impact students' well-being.*

Spiritual Teaching Practices, Community Involvement, Classroom Environment, and Students' Motivation and Self-Efficacy

Spiritual instruction frequently emphasizes values, beliefs, and purpose, which can profoundly resonate with students and give them a sense of meaning and direction in their academic journey (Hafeez et al., 2022). According to Paul and Jena (2022), the satisfaction of psychological requirements for autonomy, competence, and relatedness, which are central to spiritual teaching practices, is closely associated with intrinsic motivation. Motivation and self-efficacy are likely to increase when students feel a sense of autonomy in their learning, perceive themselves as competent in their abilities, and experience positive social interactions within the framework of spiritual teaching. This positive impact on motivation and self-efficacy can be observed in various educational settings integrating spiritual teachings (C er et al., 2022). When students are actively engaged in their community, they have opportunities to implement their knowledge and skills in real-world contexts, which can increase their sense of competence and efficacy (Lee, 2022).

Moreover, community involvement frequently entails collaborative and social interactions, which foster a sense of relatedness and belonging, thereby cultivating students' motivation to learn and succeed (Khan et al., 2020). reover, a positive and supportive classroom environment offers students opportunities for autonomy, competence, and relatedness, ch are essential for nurturing intrinsic motivation and self-efficacy (Pabba & Kumar, 2022). When students feel respected, valued, and supported by their instructors and peers, they are more likely to develop self-efficacy and the motivation to engage in their learning actively. The literature and the preceding arguments, therefore, support the notion that;

H2: *a) spiritual teaching practices, b) community involvement, and c) classroom environment significantly impact students' motivation and self-efficacy.*

Students' Motivation, Self-Efficacy, and Well-being

Chang and Tsai (2022) and Kryshko et al. (2022) identify the impact of students' motivation and self-efficacy on their well-being as crucial areas of education research. Motivation is the drive, enthusiasm, and determination students bring to their learning experiences, whereas self-efficacy is their belief in their ability to succeed and complete tasks (De Backer et al., 2021). Both variables have a significant impact on the overall well-being of students. Students are more likely to experience positive emotional states, such as contentment, satisfaction, and fulfillment, when they are motivated and have a high level of self-efficacy (Cayubit, 2022). The research of Hassan et al. (2022) indicates that intrinsic motivation, which stems from an individual's internal desires and interests, is especially beneficial for the well-being of students. Students with firm self-efficacy beliefs view themselves as competent, resulting in greater confidence and resiliency when confronted with obstacles or setbacks. Warshawski (2022) emphasized that self-efficacy beliefs positively affect students' emotions, motivation, and well-being. Students with a strong sense of self-efficacy and a high level of motivation are more likely to set ambitious objectives, persist in the face of obstacles, and view setbacks as learning opportunities (Kryshko et al., 2022). Thus, motivation and self-efficacy contribute to students' well-being by nurturing a sense of accomplishment, personal agency, and a positive self-perception. Therefore, it is hypothesized that;

H3: *Students' motivation and self-efficacy significantly impact their Well-being.*

Mediatory Role of Students' Motivation and Self-Efficacy

It is well known that spiritual teaching practices, community involvement, and a positive classroom environment directly affect students' positive outcomes. However, understanding how these variables indirectly affect students' well-being via motivation and self-efficacy adds dimension to our understanding of the complex interplay between these variables. Important mediators of this relationship are the students' motivation and self-efficacy. When intrinsically motivated students have high self-efficacy, they engage in learning activities out of personal interest and satisfaction. They feel a sense of independence and autonomy (Damayanti et al., 2022). This intrinsic motivation, fueled by spiritual teachings, community involvement, and a positive classroom environment, fosters a strong sense of purpose, happiness, and personal development (Affuso et al., 2023). Consequently, students' well-being is enhanced due to their educational experiences providing them satisfaction and fulfillment. In addition, it is anticipated that spiritual teaching practices, community involvement, and a positive classroom environment will allow students to develop and demonstrate their competencies (Dörnyei & Muir, 2019; Goering et al., 2022; Pong, 2022). As pupils achieve success and gain confidence in their abilities, their motivation and self-efficacy increase, resulting in greater well-being. In addition, the mediating role of students' motivation and self-efficacy suggests that these psychological factors are not only influenced by spiritual teaching practices, community involvement, and classroom environment but also serve as channels through which these factors influence students' well-being. Therefore, it is hypothesized that;

H4: *Students' motivation and self-efficacy are a significant underlying mechanism between the association of a) spiritual teaching practices, b) community involvement, and c) classroom environment with students' well-being.*

Moderating Role of Interest in Extra-curricular Activities

The moderating effect of interest in extra-curricular activities on the relationships between students' motivation, self-efficacy, and well-being is a fascinating aspect that enriches our understanding of the complex interaction between these variables. Motivation and self-efficacy are well-established predictors of students' happiness. However, interest in extra-curricular activities may influence the relationship between motivation and self-efficacy and students' overall well-being. Extra-curricular activities allow students to pursue their passions, investigate diverse interests, and acquire new skills outside of the academic realm (Nie et al., 2022). Students' engagement and motivation in extra-curricular activities are enhanced when they have a high level of interest in them (Winstone et al., 2022). Participating in activities aligned with their interests brings them happiness, satisfaction, and a sense of accomplishment, positively impacting their overall well-being. In addition, participation in extra-curricular activities may serve as a catalyst that strengthens the connection between students' motivation, self-efficacy, and well-being. Strongly interested students are likelier to channel their motivation and self-efficacy into extra-curricular activities (Feraco et al., 2023). Their interest is a propelling force that sustains and amplifies their motivation and self-efficacy beliefs, resulting in enhanced commitment, perseverance, and a sense of accomplishment. Consequently, their well-being is enhanced as they experience greater positive emotions, self-worth, and personal development. Educators can amplify the positive effects of motivation and self-efficacy on students' well-being by nurturing an environment that encourages and supports students' exploration of various activities aligned with their interests. Therefore, it is hypothesized that;

H5: *Interest in extra-curricular activities moderates the relationship between students' motivation and self-efficacy with their well-being.*

Theoretical Model

Figure 1 presents the study's theoretical model based on integrating Self-Determination Theory (SDT), Social Cognitive Theory (SCT), and the Transactional Model of Stress and Coping, along with a detailed literature review.

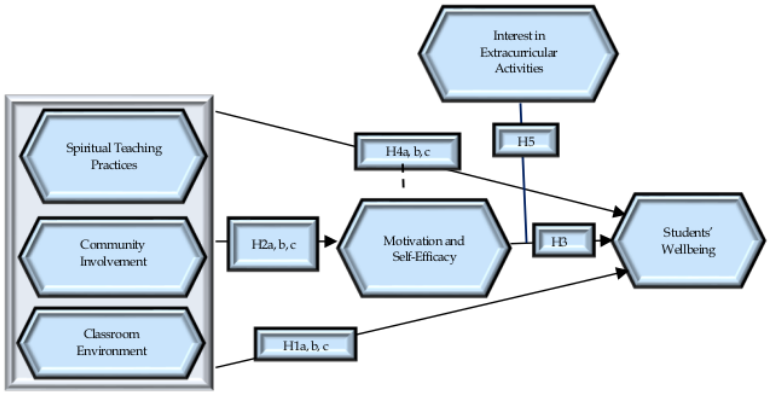

Figure 1. *Theoretical Model of the Study*

Method

Indonesian Hindu higher education institutions were sampled using a cluster sampling method for the research. This study's research methodology began with an exhaustive online search for Hindu higher education centers in Indonesia. After identifying the institutions, their administrative departments were contacted via email to request permission to participate in the study. The university's ethics committee approved the investigation, and all participants provided informed consent. The research design was cross-sectional, and self-administered questionnaires were used to collect data. The questionnaire included several validated instruments for all variables of the study. The compilation of data occurred between June and September of 2021. The administrative departments of the designated institutions were notified of the study, and consent was obtained to survey students. Using a cluster sampling technique, the researchers randomly selected students, ensuring that each student had an equal chance of being selected. The questionnaire was distributed to the selected students, who were also informed of the purpose of the study. Personally completed questionnaires were collected. The total number of responses received was 530. The data were then codified and analyzed using sophisticated statistical methods. Version 27 of the SPSS statistical software was used for data analysis.

Study Measures

The spiritual teaching practices scale adapted from Latifah (2022) was used to assess incorporating spiritual teaching practices in the educational setting. This gauge has fifteen items. Smith-Darden et al.'s (2017) scale was utilized to determine the extent of community involvement. This 12-item scale measures various aspects of community involvement. The classroom environment was evaluated using the classroom environment instrument created by Fraser (1998). This 35-item scale includes teacher support, student cohesion, and student involvement. Adapted from Bailey (1999), the motivation and self-efficacy scale consisted of twenty items. This scale measures various motivational and self-confidence dimensions. The well-being of students was measured using 25 items adapted from Huppert (2009). This scale evaluates several aspects of well-being, including life satisfaction, positive affect, and personal development. The Extra-curricular Activities Interest Scale developed by Wang and Eccles (2012) was used to evaluate students' extra-curricular interests. This ten-item scale measures the extent of students' engagement and enthusiasm for extra-curricular activities.

Respondents Characteristics

This study's respondents comprised a heterogeneous group of students from Hindu higher education institutions in Indonesia, representing a range of demographic characteristics. The age distribution of the 530 participants was as follows: 18-20 years (40%), 21-23 years (35%), and 24-25 years (25%). Most students pursued undergraduate degrees, with 65 percent enrolled in education-related disciplines, 20 percent in humanities and social sciences, and 15 percent in religious studies. Regarding gender representation, the study had an equal number of male and female participants: 52% male and 48% female. The pupils came from a variety of urban and rural regions throughout Indonesia. About 45% of the participants were from urban locations, while the remaining 55% were from rural areas. 30% of students were from low-income households, 50% were from middle-

income families, and 20% were from high-income families. This distribution ensured that the study reflected the socioeconomic diversity of the student body. The pupils were enrolled in a variety of Hindu institutions of higher education, including universities (60%), colleges (25%) and institutions specializing in Hindu studies (15%). This diverse representation of educational institutions enabled a comprehensive comprehension of the influence of educational factors on student well-being in various contexts.

Result

The data gathered was examined using two statistical software packages, SPSS 26 and AMOS 25. Initially, descriptive statistics were employed to determine each variable's mean, standard deviation, and range. Subsequently, inferential statistics were applied, including correlation analysis, regression analysis, and mediation analysis, to assess the hypotheses and explore the connections between variables.

Descriptive Statistics

Descriptive statistics were conducted for all variables in the study, including spiritual teaching practices, community involvement, classroom environment, students' motivation and self-efficacy, well-being, and students' interest in extra-curricular. Table 1 presents all the values.

Table 1

Descriptive Statistics of Variables

Variables	Mean	STD.	Skewness	Kurtosis	Max.	Min.
Spiritual teaching practices	4.26	0.77	-0.32	-0.76	5.00	2.50
Community involvement	3.92	0.78	-0.14	-0.68	4.80	1.60
Classroom environment	3.33	0.92	0.08	-0.79	4.70	1.10
Students' Motivation and Self-efficacy	4.09	0.85	-0.61	-0.02	4.90	2.20
Students Well-being	4.20	1.15	0.49	-0.51	5.00	1.50
Students' Interest In Extra-curricular	3.56	0.86	0.03	-0.81	4.80	1.20

The participants' responses revealed a score of 4.26 on the spiritual teaching practices variable, with a standard deviation of 0.56. Responses were distributed with a minor negative skew (-0.32) and a moderately platykurtic shape (-0.76). 5.50 was the highest possible total reported, while 2.50 was the lowest. Similarly, the participants' mean score on the community involvement variable was 3.92, with a standard deviation of 0.58. The distribution of responses exhibited a moderately platykurtic shape (-0.68) and a minor negative skewness (-0.14). The highest reported score was 4.80, while the lowest observed score was 1.60. Similarly, Table 1 provides descriptive statistics for all variables of the study.

Reliability Analysis

Reliability analysis was performed to determine the internal consistency of the variables. As a measure of reliability, Cronbach's alpha coefficient was utilized, indicating the degree of correlation between the elements within each variable. Cronbach's alpha coefficient for the variable spiritual instructional practices was 0.82. This suggests that the

items within this variable measure the construct of spiritual teaching practices with reliability. Similarly, Cronbach's alpha coefficient for the variable community involvement was 0.75, indicating adequate internal consistency. As shown in Table 2, the reliability analysis results suggest that the items within each variable accurately measure their respective constructs. These results support the internal consistency of the utilized measurement instruments (Henseler, Ringle, & Sarstedt, 2015).

Table 2

Cronbach's Alpha

Variables	Cronbach's Alpha
Spiritual teaching practices	0.82
Community involvement	0.75
Classroom environment	0.67
Students' Motivation and Self-efficacy	0.79
Students Well-being	0.86
Students' Interest In Extra-curricular	0.73

Correlation Analysis

To investigate the bivariate relationships between variables, Pearson correlation analyses were performed. The correlation analysis examined the connections between the variables. The correlation coefficients, which range from -1.00 to 1.00 and indicate the intensity and direction of the associations (Noor, Mansoor, & Shamim, 2022), are displayed in the table.

Table 3

Pearson Correlation Matrix

Variables	1	2	3	4	5	6
Spiritual teaching practices	1.00					
Community involvement	0.63	1.00				
Classroom environment	0.52	0.42	1.00			
Students' Motivation and Self-efficacy	0.47	0.33	0.28	1.00		
Students Well-being	0.35	0.45	0.31	0.61	1.00	
Students' Interest In Extra-curricular	0.48	0.55	0.39	0.50	0.42	1.00

As shown in Table 3, all variables were substantially and predictably correlated. Spiritual teaching practices correlated positively with community involvement (r = 0.63), classroom environment (r = 0.52), students' motivation and self-efficacy (r = 0.47) and students' extra-curricular interest (r = 0.48). According to these findings, higher levels of spiritual teaching practices are associated with increased community involvement, a positive classroom environment, increased student motivation and self-efficacy, and greater interest in extra-curricular activities. Similarly, community involvement demonstrated positive correlations with classroom environment (r = 0.42), students' motivation and self-efficacy (r = 0.33), students' well-being (r = 0.45) and students' extra-curricular interest (r = 0.55). This suggests that a positive classroom environment, increased student motivation and self-efficacy, enhanced student well-being, and a greater interest in extra-curricular activities are associated with greater community involvement. Positive correlations were found between the variable classroom environment and students'

motivation and self-efficacy (r = 0.28), students' well-being (r = 0.31), and students' interest in extra-curricular activities (r = 0.39), indicating that a positive classroom environment is associated with higher levels of student motivation and self-efficacy, improved student well-being, and a greater interest in extra-curricular activities. In addition, students' motivation and self-efficacy demonstrated positive correlations with students' well-being (r = 0.61) and extra-curricular interest (r = 0.50). Higher levels of student motivation and self-efficacy are therefore implied.

Direct and Mediation Analysis

The collected data were analyzed using the statistical software SPSS 26 and the structural equation modeling software AMOS 25. Using the AMOS 25 software, a regression analysis was performed. The procedure involved specifying a theoretical model comprising predictor variables (spiritual teaching practices, community involvement, and classroom environment), mediator variables (students' motivation and self-efficacy), and outcome variables (well-being). Using structural equation modeling techniques, the software allowed for estimating path coefficients (-values) and their associated standard errors (SE). To determine the significance of the paths, t-values and p-values were calculated. As shown in Table 4, the regression analysis results shed light on the indirect and direct effects of the predictor variables on well-being via the mediator variable. In addition, the software enabled the examination of individual trajectories and their statistical significance, allowing for a comprehensive understanding of the relationships between variables.

Table 4

Direct and Mediation Analysis Results

Paths	β-value	SE	t-value	p-value
PTP → SM&SE	0.112	0.030	3.733	<0.001
SM&SE → SWB	0.225	0.039	5.769	<0.001
PTP → SWB (Total)	0.251	0.059	4.261	<0.001
PTP → SWB (Direct)	0.133	0.052	2.558	0.011
CI → SM&SE	0.196	0.042	4.679	<0.001
SM&SE → SWB	0.225	0.039	5.769	<0.001
CI → SWB (Total)	0.440	0.074	5.959	<0.001
CI → SWB (Direct)	0.244	0.070	3.474	<0.001
CE → SM&SE	0.288	0.037	5.338	<0.001
SM&SE → SWB	0.225	0.039	5.769	<0.001
CE → SWB (Total)	0.355	0.064	5.547	<0.001
CE → SWB (Direct)	0.157	0.060	2.612	0.009

Note: *PTP = Spiritual Teaching Practices, CI = Community Involvement, CE = Classroom Environment, SM&SE = Students' Motivation and Self-Efficacy, SWB = Well-being.*

The results showed that PTP → SM&SE → SWB: The path from PTP to SM&SE was significant (β = 0.112, p < 0.001), indicating that higher levels of spiritual teaching practices are associated with increased students' motivation and self-efficacy. Additionally, the path from SM&SE to SWB was significant (β = 0.225, p < 0.001), suggesting that increased students' motivation and self-efficacy are associated with increased well-being. These findings indicate a significant indirect effect of PTP on SWB through the mediating variable

SM&SE. Likewise, CI → SM&SE → SWB: The path from CI to SM&SE was meaningful (β = 0.196, p < 0.001), indicating that higher levels of community involvement are associated with decreased students' motivation and self-efficacy. Moreover, the path from SM&SE to SWB was significant (β = 0.225, p < 0.001), suggesting that increased students' motivation and self-efficacy are associated with increased well-being. These results demonstrate a significant indirect effect of CI on SWB through the mediating variable SM&SE. At the same time, CE → SM&SE → SWB: The path from CE to SM&SE was significant (β = 0.288, p < 0.001), indicating that a positive Classroom Environment is associated with increased Students' Motivation and Self-Efficacy. Additionally, the path from SM&SE to SWB was significant (β = 0.225, p < 0.001), suggesting that increased students' motivation and self-efficacy are associated with increased well-being. These findings reveal a significant indirect effect of CE on SWB through the mediating variable SM&SE.

The direct effects of PTP, CI, and CE on SWB were also examined. The immediate impact of PTP on SWB was significant (β = 0.133, p = 0.011), indicating that spiritual teaching practices directly impact well-being. Similarly, the immediate effect of CI on SWB was significant (β = 0.244, p < 0.001), suggesting that community involvement directly influences well-being. Furthermore, the direct impact of CE on SWB was significant (β = 0.157, p = 0.009), indicating that the classroom environment has an immediate positive effect on well-being. Hence, the results supported all direct and mediation hypotheses of the study.

Moderation Hypothesis

A multiple regression analysis with interaction terms investigated the relationship between students' motivation, self-efficacy, and well-being.

Table 5

Moderation Analysis Results

Predictor Variables	Beta	t-value	p-value
Students' Motivation and Self-efficacy	0.55	8.35	0.000
Students' Interest in Extra-curricular Activities	0.24	5.76	0.000
Interest in Extra-curricular Activities x Motivation and Self-efficacy	0.19	5.35	0.000
Control Variables			
Age	0.09	2.52	0.010
Education Level	0.08	2.23	0.013

Note: *DV = Students' Well-being.*

The results, as shown in Table 5, indicate that students' motivation and self-efficacy have a significant positive effect on students' well-being (β = 0.55, p < 0.001). Similarly, students' interest in extra-curricular activities has a significant positive impact on students' well-being (β = 0.24, p < 0.001). Importantly, the interaction term between students' interest in extra-curricular activities and students' motivation and self-efficacy is significant and positive (β = 0.19, p < 0.001), indicating that students' interest in extra-curricular activities moderates the relationship between students' motivation and self-efficacy and students' well-being. To further understand the interaction effect, the simple slope of students' motivation and self-efficacy on students' well-being was examined at different levels of students' interest in extra-curricular activities (low, medium, and high). The results

revealed that the effect of students' motivation and self-efficacy on students' well-being was strongest for students with increased interest in extra-curricular activities ($\beta = 0.54$, $p < 0.001$), followed by students with a medium interest in extra-curricular activities ($\beta = 0.38$, $p < 0.001$), and students with low interest in extra-curricular activities ($\beta = 0.24$, $p < 0.001$). These findings highlight the importance of considering students' extra-curricular interests when promoting their motivation and self-efficacy to enhance their well-being.

Discussion and Conclusion

Findings

According to the findings of this study, spiritual teaching practices play a crucial role in Hindu education, as they seek to foster students' spiritual and moral development. These practices incorporate Hindu scripture teachings, philosophical ideas, and ethical principles. This study found that exposing students to spiritual teachings significantly improved their well-being. This finding is consistent with previous research highlighting the positive influence of spirituality and moral values on students' psychological, emotional, and social development (Hassan et al., 2022; Paul & Jena, 2022). Community engagement, an additional significant predictor of student well-being, highlights the significance of involving students in the larger community. Community service, volunteering, and participation in cultural and religious events are frequently emphasized in Hindu education (Anand & Lall, 2022). This study confirms that student participation in community activities positively affects their well-being. Literature supports the notion that student engagement in the community fosters positive self-perception, resilience, and overall life satisfaction (Baur, 2022). Moreover, the significant positive impact of the classroom environment observed in this study suggests that a nurturing classroom environment contributes to the overall well-being of Hindu students. According to the research, a positive classroom environment increases students' motivation, engagement, and self-esteem (Choe et al., 2022; Seltzer, 2022).

This study's results also shed light on the significant positive impact of spiritual teaching practices, which provide students with a deeper comprehension of their cultural heritage and instill a sense of purpose and meaning in their academic pursuits (Hassan et al., 2022). By incorporating spiritual teachings into the educational framework, Hindu schools foster their students' intrinsic motivation, fostering a sense of connection to their cultural origins and a desire to excel academically (Santyasa et al., 2022). Moreover, results demonstrated that community involvement plays a crucial role in enhancing students' motivation and sense of competence. Education in the Hindu tradition emphasizes social responsibility and community service. By engaging students in community activities, they develop a sense of belonging and become conscious of their responsibility to improve society (Khan et al., 2020). Increased motivation and self-efficacy result from this sense of purpose and connectedness.

In addition, the results demonstrated that the classroom environment substantially influences students' motivation and self-efficacy. A positive and supportive classroom environment, characterized by effective communication, positive teacher-student relationships, and opportunities for active participation, fosters a sense of autonomy, competence, and relatedness, which are crucial factors for promoting students' intrinsic motivation (Lu, Xie, & Liu, 2022; Pabba & Kumar, 2022). The results also revealed that the

motivation and self-efficacy of students play a significant role in determining their well-being. Hindu education promotes student well-being by fostering motivation and self-efficacy, which derive from a sense of purpose, autonomy, and relatedness. This is consistent with previous research demonstrating a positive relationship between cause and well-being in educational settings (Damayanti et al., 2022; Hassan et al., 2022).

This study demonstrates that students' interest in extra-curricular activities significantly moderates the relationship between their motivation within the context of Hindu education and their well-being. This outcome is consistent with the existing literature, which emphasizes the significance of extra-curricular participation to increase the positive impact of students' motivation on their overall well-being (Feraco et al., 2023; Nie et al., 2022). In Hindu education, which emphasizes holistic development, extra-curricular activities allow students to explore their interests, acquire new skills, and cultivate a sense of accomplishment and fulfillment. This participation amplifies the beneficial effects of students' motivation, resulting in improved well-being outcomes.

The findings of this study indicate that, within the context of Hindu education, student motivation plays an important mediating role in the relationship between spiritual teaching practices, community involvement, classroom environment and student well-being. Spiritual teachings increase students' intrinsic motivation by instilling a sense of purpose, values, and a connection to their cultural heritage, nurturing a profound engagement in their academic pursuits and overall personal development. Similarly, study results indicate that involvement in the community positively affects students' motivation, thereby enhancing their overall well-being. It demonstrates that positive community experiences give students a sense of purpose and meaning, which drives their motivation to flourish academically and positively contribute to the community. A nurturing classroom environment positively affects students' motivation and overall well-being. In Hindu education, a supportive classroom environment that respects students' cultural identities and encourages active participation paves the way for motivation to flourish, resulting in enhanced well-being.

Theoretical Implications

This study provides a comprehensive theoretical framework to explain the underlying mechanisms by integrating three prominent theories: Self-Determination Theory (SDT), Social Cognitive Theory (SCT), and the Transactional Model of Stress and Coping. Following Self-Determination Theory (SDT), the findings emphasize the significance of nurturing students' intrinsic motivation via spiritual teaching, community involvement, and a supportive classroom environment. These factors contribute to students' autonomy, competence, and relatedness, which are fundamental to their motivation and well-being. This is consistent with SDT's emphasis on satisfying psychological requirements as the driving force behind motivation and positive outcomes. Second, the study contributes to Social Cognitive Theory (SCT) by explaining the mediating role of student motivation in the relationship between the abovementioned factors and student well-being. According to SCT, personal characteristics, such as motivation, are crucial in shaping behavior and outcomes. This study expands SCT's understanding of the processes underlying the relationship between environmental factors and well-being by establishing students' motivation as a mediator. The study examines the moderating effect of students' interest in extra-curricular activities, bridging the Transactional Model of Stress and Coping with

the association between students' motivation and well-being. Engagement in extra-curricular activities is a protective factor that augments the positive effect of motivation on well-being. This finding is consistent with the transactional nature of stress and coping, in which individuals' resources and coping strategies can influence their responses to environmental factors (Teel et al., 2022); these theoretical implications provide a foundation for future research and inform educational practices intended to promote student well-being and holistic development within the Hindu education system. Integrating multiple theories provides a nuanced comprehension of the complex interactions and pathways involved, enhancing the study's theoretical rigor and practical relevance.

Practical Implications

The findings of this study have significant practical implications for Hindu education educators, policymakers, and practitioners. The results emphasize the significance of incorporating spiritual teaching practices, encouraging community involvement, and fostering a positive classroom environment to improve students' well-being. Educators should integrate spiritual teachings into the curriculum, emphasizing empathy, compassion, and mindfulness. This can be accomplished by incorporating topics, discussions, and experiential activities encouraging self-reflection and personal development. By providing students with opportunities to participate in social service projects, collaborative initiatives, and cultural events, community involvement should be encouraged. Such involvement fosters a sense of belonging and strengthens students' community connections.

Moreover, it is essential to foster a positive classroom environment. Educators should foster a supportive, inclusive, and respectful environment that encourages active participation, collaboration, and open communication. This can be accomplished through effective classroom administration techniques, student-centred teaching methods, and positive reinforcement. In addition, recognizing the mediating role of student motivation, educators should design interventions and practices to promote intrinsic student motivation. This may include providing options, fostering autonomy, and providing meaningful learning experiences aligned with their interests and aspirations.

Regarding the moderating function of students' interest in extra-curricular activities, schools should offer various extra-curricular opportunities, including sports, arts, clubs, and community service, to accommodate students' diverse interests. Encouragement of active participation in these activities can amplify the beneficial effects of student motivation on their health. Educators and parents can collaborate to identify and support students' interests, ensuring they can access the resources and direction necessary to pursue their inclinations.

Limitations and Future Research Directions

The potential lack of generalizability of the findings beyond the context of Hindu education is a limitation of this study. The study's emphasis on a particular cultural and educational context may limit the applicability of its findings to other educational systems or cultural contexts. Future research could replicate the study in various cultural and educational contexts to assess the validity of the results. The cross-sectional design also hinders establishing causal relationships between the variables. Future research could employ longitudinal or experimental designs to investigate the temporal relationships and

potential causal mechanisms among spiritual teaching practices, community involvement, classroom environment, student motivation, and well-being. Despite efforts to control for confounding variables, unaccounted factors may still influence the associations between the variables studied. The observed relationships may be affected by socioeconomic status, prior educational experiences, or personal circumstances. Future research could include additional control variables or investigate potential moderating variables to gain a more complete understanding of the complex dynamics involved. Comparative analysis across diverse educational systems and cultural contexts can shed light on Hindu education's distinctive contributions to students' motivation and well-being. Comparative studies can aid in identifying similarities and differences among the factors that influence student outcomes, thereby expanding our understanding of educational practices.

References

Adnyana, I. M. D. M., & Sudaryati, N. L. G. (2022). The potency of green education-based blended learning in biology students at the Hindu University of Indonesia. *Jurnal Biologi-Inovasi Pendidikan, 4*(1), 1-9. http://dx.doi.org/10.20527/bino.v4i1.11047

Affuso, G., Zannone, A., Esposito, C., Pannone, M., Miranda, M. C., De Angelis, G., Aquilar, S., Dragone, M., & Bacchini, D. (2023). The effects of teacher support, parental monitoring, motivation and self-efficacy on academic performance over time. *European Journal of Psychology of Education, 38*(1), 1-23. https://doi.org/10.1007/s10212-021-00594-6

Anand, K., & Lall, M. (2022). The debate between secularism and Hindu nationalism–how India's textbooks have become the government's medium for political communication. *India Review, 21*(1), 77-107. https://doi.org/10.1080/14736489.2021.2018203

Bailey, J. G. (1999). Academics' motivation and self-efficacy for teaching and research. *Higher Education Research & Development, 18*(3), 343-359. https://doi.org/10.1080/0729436990180305

Baur, J. (2022). Campus community gardens and student health: A case study of a campus garden and student well-being. *Journal of American College Health, 70*(2), 377-384. https://doi.org/10.1080/07448481.2020.1751174

Cayubit, R. F. O. (2022). Why learning environment matters? An analysis on how the learning environment influences the academic motivation, learning strategies and engagement of college students. *Learning environments research, 25*(2), 581-599. https://doi.org/10.1007/s10984-021-09382-x

Chang, Y.-C., & Tsai, Y.-T. (2022). The Effect of University Students' Emotional Intelligence, Learning Motivation and Self-Efficacy on Their Academic Achievement—Online English Courses. *Frontiers in Psychology, 13*, 203. https://doi.org/10.3389/fpsyg.2022.818929

Choe, Y., Shin, J.-s., Park, J., Kim, E., Oh, N., Min, K., Kim, D., Sung, K., Cho, M., & Yang, W. (2022). Inadequacy of air purifier for indoor air quality improvement in classrooms without external ventilation. *Building and Environment, 207*, 108450. https://doi.org/10.1016/j.buildenv.2021.108450

Crozier, D., Greene, A., Schleicher, M., & Goldfarb, J. (2022). Teaching spirituality to medical students: a systematic review. *Journal of Health Care Chaplaincy, 28*(3), 378-399. https://doi.org/10.1080/08854726.2021.1916332

Damayanti, N., Yahya, K. K., Yean, T. F., Maasir, L., & Abdullah, T. M. K. (2022). Determining Factors of Career Commitment Moderated by Self-Efficacy among Generation Y in the Banking Sector Using Social Cognitive Theory (SCT). *APMBA (Asia Pacific Management and Business Application), 10*(3), 361-376. https://doi.org/10.21776/ub.apmba.2022.010.03.9

De Backer, L., Van Keer, H., De Smedt, F., Merchie, E., & Valcke, M. (2022). Identifying regulation profiles during computer-supported collaborative learning and examining their relation with students' performance, motivation, and self-efficacy for learning. *Computers & Education, 179*, 104421. https://doi.org/10.1016/j.compedu.2021.104421

Dörnyei, Z., & Muir, C. (2019). Creating a Motivating Classroom Environment. In *Second handbook of English language teaching* (pp. 719-736). Springer, Cham. https://doi.org/10.1007/978-3-030-02899-2_36

Feraco, T., Resnati, D., Fregonese, D., Spoto, A., & Meneghetti, C. (2023). An integrated model of school students' academic achievement and life satisfaction. Linking soft skills, extracurricular activities, self-regulated learning, motivation, and emotions. *European Journal of Psychology of Education, 38*(1), 109-130. https://doi.org/10.1007/s10212-022-00601-4

Fraser, B. J. (1998). Classroom environment instruments: Development, validity and applications. *Learning environments research, 1*, 7-34. https://doi.org/10.1023/A:1009932514731

Gagné, M., Parker, S. K., Griffin, M. A., Dunlop, P. D., Knight, C., Klonek, F. E., & Parent-Rocheleau, X. (2022). Understanding and shaping the future of work with self-determination theory. *Nature Reviews Psychology, 1*(7), 378-392. https://doi.org/10.1038/s44159-022-00056-w

Goering, A. E., Resnick, C. E., Bradford, K. D., & Othus-Gault, S. M. (2022). Diversity by design: Broadening participation through inclusive teaching. *New Directions for Community Colleges, 2022*(199), 77-91. https://doi.org/10.1002/cc.20525

Hafeez, M., Yasin, I. M., Zawawi, D., Qureshi, N. A., Hussain, S. T., & Arif, M. (2022). A Review of the Role of Workplace Spirituality and Organizational Citizenship Behavior in Enhancing Corporate Sustainability: An Underpinning Role of Stern and Dietz's Value Model. *SAGE Open, 12*(2). https://doi.org/10.1177/21582440221099530

Hassan, S., Ansari, N., & Rehman, A. (2022). An exploratory study of workplace spirituality and employee well-being affecting public service motivation: an institutional perspective. *Qualitative Research Journal, 22*(2), 209-235. https://doi.org/10.1108/QRJ-07-2021-0078

Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the academy of marketing science, 43*, 115-135. https://doi.org/10.1007/s11747-014-0403-8

Huppert, F. A. (2009). Psychological well-being: Evidence regarding its causes and consequences. *Applied psychology: health and well-being, 1*(2), 137-164. https://doi.org/10.1111/j.1758-0854.2009.01008.x

Joshi, A., Vinay, M., & Bhaskar, P. (2021). Impact of coronavirus pandemic on the Indian education sector: perspectives of teachers on online teaching and assessments. *Interactive technology and smart education, 18*(2), 205-226. https://doi.org/10.1108/ITSE-06-2020-0087

Khan, M., Khan, I. A., & Nisar, M. (2020). A Study on Community Involvement in the Development of Secondary Schools. *Sir Syed Journal of Education & Social Research, 3*(1), 251-256. https://doi.org/10.36902/sjesr-vol3-iss1-2020(251-256)

Kryshko, O., Fleischer, J., Grunschel, C., & Leutner, D. (2022). Self-efficacy for motivational regulation and satisfaction with academic studies in STEM undergraduates: The mediating role of study motivation. *Learning and Individual Differences, 93*, 102096. https://doi.org/10.1016/j.lindif.2021.102096

Latifah, I. (2022). Development of Teaching Materials in the Subject of Morals through the Educative Communication Model. *Formosa Journal of Sustainable Research, 1*(6), 923-940. https://doi.org/10.55927/fjsr.v1i6.1749

Lee, J. S. (2022). The role of grit and classroom enjoyment in EFL learners' willingness to communicate. *Journal of Multilingual and Multicultural Development, 43*(5), 452-468. https://doi.org/10.1080/01434632.2020.1746319

Lu, G., Xie, K., & Liu, Q. (2022). What influences student situational engagement in smart classrooms: Perception of the learning environment and students' motivation. *British Journal of Educational Technology, 53*(6), 1665-1687. https://doi.org/10.1111/bjet.13204

Meigs, S. A. (2022). Playing with the Past: Pirates in the College Classroom. In *Experiential Theatres* (pp. 234-239). Routledge. https://doi.org/10.4324/9781003188179-30

Merliana, N. P. E., & Tantri, N. N. (2022). Improving the Quality of Hindu Education in the Era of Society 5.0 through Digital Culture. *International Proceeding On Religion, Culture, Law, Education, And Hindu Studies, 1*, 203-216. https://prosiding.iahntp.ac.id/index.php/internasional-seminar/article/view/263

Nie, T., Zhou, C., Pan, J., Wen, Z., Yang, F., & Jia, R. (2022). Study on the Occurrence of Rare Earth Elements in Coal Refuse Based on Sequential Chemical Extraction and Pearson Correlation Analysis. *Mining, Metallurgy & Exploration, 39*(2), 669-678. https://doi.org/10.1007/s42461-022-00542-y

Noor, U., Mansoor, M., & Shamim, A. (2022). Customers create customers!–Assessing the role of perceived personalization, online advertising engagement and online users' modes in generating positive e-WOM. *Asia-Pacific Journal of Business Administration,* (ahead-of-print). https://doi.org/10.1108/APJBA-11-2021-0569

Pabba, C., & Kumar, P. (2022). An intelligent system for monitoring students' engagement in large classroom teaching through facial expression recognition. *Expert Systems, 39*(1), e12839. https://doi.org/10.1111/exsy.12839

Paul, M., & Jena, L. K. (2022). Workplace spirituality, teachers' professional well-being and mediating role of positive psychological capital: An empirical validation in the Indian context. *International Journal of Ethics and Systems, 38*(4), 633-660. https://doi.org/10.1108/IJOES-08-2021-0163

Pong, H.-K. (2022). The Correlation between Spiritual Well-Being and Burnout of Teachers. *Religions, 13*(8), 760. https://doi.org/10.3390/rel13080760

Pratama, P. A. M. W., & Swarniti, N. W. (2021). The Application Of Literacy Culture In Growing Reading Interest In Smp Negeri Hindu 3 Blahbatuh Gianyar: A Case Study. *Widyasrama, 32*(2), 87-91. http://ejournal.undwi.ac.id/index.php/widyasrama/article/view/1193

Santyasa, I. W., Yadnyawati, I. A. G., & Suda, I. K. (2022). The Effects of Three Learning Models of Hindu Religious Education on Students' Critical Thinking and Their Spiritual Attitudes. *International Journal of Interreligious and Intercultural Studies, 5*(2), 61-84. https://doi.org/10.32795/ijiis.vol5.iss2.2022.2957

Seltzer, K. (2022). "A Lot of Students Are Already There": Repositioning Language-Minoritized Students as "Writers in Residence" in English Classrooms. *Written Communication, 39*(1), 44-65. https://doi.org/10.1177/07410883211053787

Smith-Darden, J. P., Kernsmith, P. D., Victor, B. G., & Lathrop, R. A. (2017). Electronic displays of aggression in teen dating relationships: Does the social ecology matter? *Computers in Human Behavior, 67*, 33-40. https://doi.org/10.1016/j.chb.2016.10.015

Suriyankietkaew, S., Krittayaruangroj, K., & Iamsawan, N. (2022). Sustainable Leadership practices and competencies of SMEs for sustainability and resilience: A community-based social enterprise study. *Sustainability, 14*(10), 5762. https://doi.org/10.3390/su14105762

Teel, E. F., Caron, J. G., & Gagnon, I. J. (2022). The magnitude of parental stress is highly variable following pediatric concussion: using the transactional model of stress to understand parent experiences. *Brain injury, 36*(8), 1025-1032. https://doi.org/10.1080/02699052.2022.2110282

Wang, M. T., & Eccles, J. S. (2012). Social support matters: Longitudinal effects of social support on three dimensions of school engagement from middle to high school. *Child development, 83*(3), 877-895. https://doi.org/10.1111/j.1467-8624.2012.01745.x

Warshawski, S. (2022). Academic self-efficacy, resilience and social support among first-year Israeli nursing students learning in online environments during COVID-19 pandemic. *Nurse Education Today, 110*, 105267. https://doi.org/10.1016/j.nedt.2022.105267

Winia, I. N., Harsananda, H., Maheswari, P. D., Juniartha, M. G., & Primayana, K. H. (2020). Building The Youths Characters Through Strengthening Of Hindu Religious Education. *Vidyottama Sanatana: International Journal of Hindu Science and Religious Studies, 4*(1), 119-125. https://doi.org/10.25078/ijhsrs.v4i1.1416

Winstone, N., Balloo, K., Gravett, K., Jacobs, D., & Keen, H. (2022). Who stands to benefit? Wellbeing, belonging and challenges to equity in engagement in extra-curricular activities at university. *Active Learning in Higher Education, 23*(2), 81-96. https://doi.org/10.1177/1469787420908209

Xia, Q., Chiu, T. K., Lee, M., Sanusi, I. T., Dai, Y., & Chai, C. S. (2022). A self-determination theory (SDT) design approach for inclusive and diverse artificial intelligence (AI) education. *Computers & Education, 189*, 104582. https://doi.org/10.1016/j.compedu.2022.104582

Zainuddin, Abdullah, A. Z., Jafar, N., Suriah, Nursalam, Darmawansyah, Syahrul, S., Wahiduddin, Widiantoro, F. X., & Irfandi, R. (2023). The application of social cognitive theory (SCT) to the mHealth diabetes physical activity (PA) app to control blood sugar levels of type 2 diabetes mellitus (T2DM) patients in Takalar regency. *Journal of Public Health Research, 12*(2). https://doi.org/10.1177/22799036231172759

Zheng, F. (2022). Fostering students' well-being: The mediating role of teacher interpersonal behavior and student-teacher relationships. *Frontiers in Psychology, 12*, 6157. https://doi.org/10.3389/fpsyg.2021.796728

A holistic approach to student well-being in Hindu education: The effects of spiritual teaching practices, community involvement, and classroom environment

ORIGINALITY REPORT

9%	5%	5%	2%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	unsworks.unsw.edu.au Internet Source	<1%
2	Jiao Ge, Jinyu Guo. "Chapter 20 The Synergistic Effect of Sales Discount and Mobile Advertising: How KOL Influence Online Education Community Purchases", Springer Science and Business Media LLC, 2022 Publication	<1%
3	Elizabeth F. Teel, Jeffrey G. Caron, Isabelle J. Gagnon. "The magnitude of parental stress is highly variable following pediatric concussion: using the transactional model of stress to understand parent experiences", Brain Injury, 2022 Publication	<1%
4	link.springer.com Internet Source	<1%
5	scholarworks.umass.edu Internet Source	<1%

6	Hee-Kyung Kim, Cheol-Hee Park. "Effects of General Characteristics, Emotional Labor, Empathy Ability, and Wisdom on the Psychological Well-Being of Female Caregivers Visiting the Homes of Vulnerable Care Recipients and the Elderly", Behavioral Sciences, 2023 Publication	<1 %
7	Submitted to University of Lincoln Student Paper	<1 %
8	Jia Gao, Ying Rong, Xin Tian, Yuliang Yao. "Improving Convenience or Saving Face? An Empirical Analysis of the Use of Facial Recognition Payment Technology in Retail", Information Systems Research, 2023 Publication	<1 %
9	nova.newcastle.edu.au Internet Source	<1 %
10	dergipark.org.tr Internet Source	<1 %
11	imlf.mobi Internet Source	<1 %
12	Submitted to St. Johns River Community College Student Paper	<1 %
13	online-journals.org Internet Source	<1 %

14	Andrea S. Hartmann, Florian Steenbergen, Silja Vocks, Dirk Büsch, Manuel Waldorf. "How Healthy is a Desire to be Fit and Strong? Drives for Thinness, Leanness, and Muscularity in Women in Weight Training", Journal of Clinical Sport Psychology, 2018 Publication	<1 %
15	Submitted to Southern Cross University Student Paper	<1 %
16	eprints.iain-surakarta.ac.id Internet Source	<1 %
17	repository.up.ac.za Internet Source	<1 %
18	Jeffrey G. Bailey. "Academics' Motivation and Self‐efficacy for Teaching and Research", Higher Education Research & Development, 2006 Publication	<1 %
19	Submitted to The Hong Kong Institute of Education Student Paper	<1 %
20	Submitted to University of Sydney Student Paper	<1 %
21	Chen Han, Jian-Hao Huang. "Chinese College Students' Perceived Teacher Autonomy Support and Engagement: A Moderated	<1 %

Mediation Model", International Journal of Learning, Teaching and Educational Research, 2022
Publication

22	sajhrm.co.za Internet Source	<1%
23	Submitted to Higher Education Commission Pakistan Student Paper	<1%
24	www.primescholars.com Internet Source	<1%
25	Nathanael C.H. Ong. "Assessing objective achievement motivation in elite athletes: Acomparison according to gender, sport type, and competitive level", International Journal of Sport and Exercise Psychology, 2017 Publication	<1%
26	bmjopen.bmj.com Internet Source	<1%
27	www.e-ijer.com Internet Source	<1%
28	Mohamed Oubibi, Gaoyu Chen, Antony Fute, Yueliang Zhou. "The effect of overall parental satisfaction on Chinese students' learning engagement: Role of student anxiety and educational implications", Heliyon, 2023 Publication	<1%

29	Suphamas Partiprajak, Suphanna Krongthaeo, Noppawan Piaseu, Jatuporn Wongsathikun, Anon Kongsuwan. "The Thai version of the COVID-19 Yorkshire Rehabilitation Scale: a valid instrument for the psychometric assessment of the community members in Bangkok, Thailand", BMC Public Health, 2023 Publication	<1 %
30	Submitted to Swinburne University of Technology Student Paper	<1 %
31	Hanoi National University of Education Publication	<1 %
32	John J. Agah, Basil C. E. Oguguo, Catherine U. Ene, Love J Asor, Sebastine E. Andor. "Mediating Influence of Lecturers and Students' Characteristics on Acquisition of Research Skills Among Postgraduate Students", Interchange, 2022 Publication	<1 %
33	Porter, Louise. "EBOOK: Behaviour in Schools: Theory and practice for teachers", EBOOK: Behaviour in Schools: Theory and practice for teachers, 2014 Publication	<1 %
34	Qin Yang, Baocheng Jin, Xuechun Zhao, Chao Chen et al. "Composition, Distribution, and Factors Affecting Invasive Plants in Grasslands	<1 %

of Guizhou Province of Southwest China", Diversity, 2022
Publication

35	Tuba Kamal, Asheref Illiyan. "School teachers' perception and challenges towards online teaching during COVID-19 pandemic in India: an econometric analysis", Asian Association of Open Universities Journal, 2021 Publication	<1 %
36	journal.um.ac.id Internet Source	<1 %
37	www.leykamverlag.at Internet Source	<1 %
38	Jane Joseph. "Factors that impact the persistence of women in STEM higher education: A systematic literature review", Research Square Platform LLC, 2023 Publication	<1 %
39	Keunjae Kim, Kyungbin Kwon. "Exploring the AI competencies of elementary school teachers in South Korea", Computers and Education: Artificial Intelligence, 2023 Publication	<1 %
40	Majid Sadoughi, S. Yahya Hejazi. "Teacher support, growth language mindset, and academic engagement: The mediating role of	<1 %

L2 grit", Studies in Educational Evaluation, 2023
Publication

41	Tawatchai Charinpanitkul, Pattama Poommarin, Akkarat Wongkaew, Kyo-Seon Kim. "Dependence of zinc aluminate microscopic structure on its synthesis", Journal of Industrial and Engineering Chemistry, 2009 Publication	<1 %
42	Tian Hewei, Lee Youngsook. "Influencing Factors of Online Course Learning Intention of Undergraduates Majoring in Art and Design: Mediating Effect of Flow Experience", SAGE Open, 2022 Publication	<1 %
43	diglosiaunmul.com Internet Source	<1 %
44	hdl.handle.net Internet Source	<1 %
45	ia902608.us.archive.org Internet Source	<1 %
46	irep.ntu.ac.uk Internet Source	<1 %
47	ouci.dntb.gov.ua Internet Source	<1 %

48	repositorium.uminho.pt Internet Source	<1 %
49	revistas.uned.es Internet Source	<1 %
50	sim.ihdn.ac.id Internet Source	<1 %
51	srhe.tandfonline.com Internet Source	<1 %
52	ueaeprints.uea.ac.uk Internet Source	<1 %
53	www.journaltocs.ac.uk Internet Source	<1 %
54	www.theseus.fi Internet Source	<1 %
55	Boniwell, Ilona, Tunariu, Aneta D.. "Positive Psychology: Theory, Research and Applications", Positive Psychology: Theory, Research and Applications, 2019 Publication	<1 %
56	Gaetana Affuso, Anna Zannone, Concetta Esposito, Maddalena Pannone et al. "The effects of teacher support, parental monitoring, motivation and self-efficacy on academic performance over time", European Journal of Psychology of Education, 2022 Publication	<1 %

57	Hendryadi Hendryadi, Nikita Puspita Ing Endit, Suryani Suryani, Hesti Kusumaningrum, Ani Cahyadi. "Evaluation of Loneliness, Social Self-efficacy, and Burnout Relationship among Islamic University Students", Indonesian Journal of Islamic Education Studies (IJIES), 2023 Publication	<1%

Exclude quotes	On	Exclude matches	Off
Exclude bibliography	On		